

2024 Annual Report to the School Community

School Name: Matthew Flinders Girls Secondary College (8022)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2025 at 02:13 PM by Jeremy Dyson (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 23 April 2025 at 02:14 PM by Jeremy Dyson (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Matthew Flinders Girls Secondary College (MFG) has a long and proud history. The original foundation stone was laid in 1856 when there were few other schools in Geelong. MFG is one of five girls-only state educational providers (since 1940) and the only girls-only provider outside of the metropolitan area. These two factors and the strong performance of the school over so many years means that in the local area MFG is recognised as something of an icon. Our aim MFG creates lifelong learners who live the MFG traits as positive members of their communities.

Our location MFG is located in Geelong within 500 meters from the city centre. The school site is on the edge of the city centre located close to the train station and central bus depot. Our school is used by the Victorian School of Languages and a range of fitness and community groups. The school's proximity to the city centre; Geelong Library; Geelong Performing Arts Centre, Geelong Gallery; the Geelong Tech School, Deakin University, Kardinia Park and other cultural facilities for students and teachers to access which provide a wide range of student learning experiences. MFG has 2 sites: the Main Campus, which consists of 2 buildings (the Merrya built in 1856 and the Embling Building which was built in the 1970s) and the Helen Fraser Campus across the road from the Main Campus. All students are primarily housed on the main site, with music, exams, PE and media being the main use of the HFC site.

Our 2024 enrolment was 564. We are a small city school with a community/family feel. A proportion of girls are from the immediate locality, but a significant number come from outside the City of Greater Geelong, from areas such as Colac, Barwon Heads, Indented Heads, Lara, Inverleigh, Bannockburn, Werribee and Anakie. There are more than 55 feeder Primary schools from where the students have been drawn from in 2024 and our Year 7 enrolment numbers were down on previous years at approximately 90 students. Our student population incorporated a diverse range of cultures, socio-economic backgrounds and family blends. In 2024, The Student Family Occupation (SFO) was 0.3134.

MFG supported 153 students with additional needs which is approximately 21% of our student cohort. The school has a Learning Specialist: Alternative Learning, to support PSD and DIS students. All students with additional learning needs have an Individual Education plan which is regularly monitored through Student Support Group meetings. Appropriate adjustments and modifications are implemented at Tiers 1, 2 and 3 level to support students with a disability and additional needs. · in 2024 MFG had 17 funded DIS students (7 PSD Funded – Level 1 x 1, Level 2 x 4, Level 3 x1 and Level 5 x1. We have 5 EAL students in 2024. MFG has less than 15 First Nations' students enrolled. MFG continues to support its First Nations' students through a targeted advocacy group (Truganini) and continue to refine and implement a Reconciliation Action Plan. First Nations' students have been prioritised for Tutoring support and inclusion in Literacy and Numeracy small group support where required.

Our staffing and Leadership profile:

The staffing profile includes a Principal and 2 Assistant Principals, 6.5 leading teachers and learning specialists, 39 full time equivalent teachers and 12.5 full time equivalent Education Support (ES) staff. ·

Principals: 3 · Leading Teachers: 4 · Learning Specialist 4 · Classroom Teachers Level 2: 29.6 · Classroom Teachers Level 1: 8.5 · Instrumental Music Teachers: 1.2 · Integration

Teacher: 1.2 · Education Support Staff: 7.68 We have a highly experienced teacher profile with experienced teachers (Classroom 2) and more than 50% of the teaching staff are part-time.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we completed the MFG School Review and developed a new School Strategic Plan for 2024 -2027. This involved setting up a review group, participation in professional learning, sharing findings with the key stake holders and followed the specific review process. The following list outlines the progress made towards this KIS in 2024:

- Supported the learning of all students through differentiated instruction, particularly for DIS students and those working above the level continued to review, define and document our curriculum and teaching programs, particularly the Lesson Activities Sections of the Unit
- Implemented classroom observations that focused on Formative Assessment into the school professional learning program
- Continued to implement the MFG literacy program and plan for a whole school approach to teaching the Big 6 and an intensive professional learning program for teachers
- Continue to implement the Scaffolding Numeracy in the Middle Years program with a focus on providing more extension activities for enrichment students
- Year 7-9 Literacy Results improved through the Tutor Learning Initiative students
- Year 7-9 Multiplicative Thinking Results improved
- Implement a professional learning program to support staff understanding of and how to differentiate for Disability Inclusion students and High Ability students
- Implemented the curriculum review and findings from 2023 and introduced a new time table based on 74 minute periods.
- Developed a whole school strategy for revision and the explicit teaching of study skills and revision techniques
- Teachers analysed and used formative assessment data (VCE analysis, 'teacher detective analysis', Years 10-12 exam data analysis, subject based assessment tasks etc.) to inform their pedagogy and assessment practices
- Students requiring additional support in literacy and numeracy were identified and arrangements made for supporting their needs
- At risk students participated in small group tutoring/mentoring sessions in literacy and numeracy and as a result their progress in literacy and numeracy improved
- Teacher Learning Communities (TLCs) continued
- Teachers continued to set professional learning goals to improve their teaching and learning repertoire by undertaking professional reading and identifying specific teaching

techniques through focused professional learning using Dylan William's formative assessment strategies, Harvard's visible thinking strategies and the HITS

- DIS students identified and reviewed for funding, applications submitted and funding allocated in 100% of cases.
- Year 10 exam revision and exam genre teaching was refined
- Year 12 data was reviewed and teachers set goals for improving VCE student results and exam performance.
- PAT assessments were undertaken for all Year 7-9 students to monitor learning growth in literacy.
- Students requiring additional Literacy support were identified through diagnostic assessment and supported within a specialist Literacy class in addition to their core English program.
- Students requiring additional Literacy support in Year 8/9 were identified through diagnostic assessment and supported within a specialist Numeracy class in addition to their core Maths program.
- Year 9 students achieving above the expected standard in Literacy were placed in an enrichment program for Year 10.

Our Teacher Learning Communities (TLCs) professional learning model was further refined to focus on Formative Assessment, Visible Learning Strategies and HITS and incorporate further opportunities for teachers to observe their colleagues and receive feedback. This allowed teachers to share best practice with each other and develop new practices across learning areas and within learning area teams.

Establishing literacy classes in Years 8 & 9 continued to be a focus to assist with students who required extra assistance to address high needs. We also refined the Year 7 English program to provide explicit teaching on spelling in an endeavour to improve reading and writing.

Our MFG focus on improving number skills using our Scaffolding Maths in the Middle Years Program in Year 9 and 10 also continued in 2024. This program involves students working in groups on differentiated number skills tasks designed to improve Numeracy. There is an extra teacher in the class to support this learning.

VCE and VCAL (VCE VM) teachers maintained the focus on high expectations for all students, ensuring that SACs and SATs. Teachers reviewed their VCE and 'teacher detective' data and set goals for improving students outcomes in Year 12. They were supported with coaching and professional learning opportunities targeted at their goals. Our Dux scored of MFG scored an outstanding 99.65 which will be scaled up due to her SEAs application. At MFG our VCE median was 28, which is similar to the State average and above Similar Schools. More than a third of our students in Year 12 complete a VET subject, many more have completed them and School Based Apprenticeships in Years 10 and 11. Our VCE completion rate is 97% with a few students unable to complete their learning due to mental health concerns. Our VCAL (VCE VM) completion rate of 79% is due to some students leaving to commence an apprenticeship and other students with learning challenges that could not complete the work placement requirements.

Our work documenting and refining our curriculum ensured that teachers were able to provide

lessons consistent with our MFG Teaching and Learning Model.

Wellbeing

In 2024 we developed a strength based positive engagement process for MFG behaviour management which focused on students being "ready to learn" and teachers having clear expectations (MFG Engagement Practices) of students. Staff actively follow up processes when students are not ready to learn with both reactive and proactive engagement strategies. Engagement Practices will be further embedded into practice in 2025. MFG supported the learning of all students through a differentiated approach to student engagement and student wellbeing by providing three tiers of mental health support: Mental Health Practitioner, Occupational Therapist and a school Nurse. We set up focus groups (neurodivergent) and year level programs such as Headspace. We have a stand-out group which continues to support some of our students, particularly those supporting LGBTIQ+ themes. We improved the MFG student leadership program by providing more leadership opportunities for students and improved the House Leadership system and refined the Senior Leadership Program. We improved the transition to and within MFG by developing some rights of passage activities and House activities to promote connection to school. We continued to monitor attendance and put in place individualised support for students identified at risk. We continue to work towards developing, documenting and implementing our MFG Reconciliation Action Plan and introduce a new year level First Nations' Program.

The following outlines the progress made towards this KIS in 2024:

- We documented and implemented our MFG Wellbeing Model with staff and students
- We engaged with The Resilience Project (TRP) and started to develop and document a wellbeing curriculum for Years 7-12 in a new subject called MFG Way
- We ran professional learning sessions with key staff relating to the TRP's wellbeing curriculum
- We continued to align and refine whole school practices with DIS policies and processes for student engagement and wellbeing
- Teachers completed professional learning on and then continued to implement our Ready to Learn approach into their teaching programs and documented this in their curriculum
- Used TIL money to implement small group wellbeing programs for vulnerable and neurodivergent students
- Developed and documented MFG frameworks, policies and processes for student engagement and wellbeing in line with current DIS, Safe Schools, Respectful Relationships, Mental Health Initiative and DET requirements - commenced and refined some policies and processes
- Revised and streamlined the MFG Transition Program
- Continued to refine Wellbeing Case Management Database (with MHP) and Engagement Database (House Leader) to support our most vulnerable students
- Implemented a variety of wellbeing focused programs from the Mental Health toolkit - Life-changer, Elephant consent Education

- The school review confirmed the effectiveness of the school's student engagement practice and we formalised these at the end of 2024
- We continued to implement our MFG Wellbeing Model which is based on the PERMAH Model, but shifted the focus to include the Resilience Projects, Gratitude, Empathy and Mindfulness (GEM)
- At MFG we offer three tiers of supports to foster our students' mental health and wellbeing:
 - Tier 1: Positive mental health promotion
 - Tier 2: Early intervention and cohort specific support
 - Tier 3: Targeted support
 We were able to re-launch our culturally special days such as MADD Day – a celebration of the Arts and whole school assemblies.

While parents feel that MFG manage bullying well, there was a clear indication in the student survey that the students felt that as a school we could be doing more to arm them with strategies to deal with bullying. Part of our Wellbeing Model is students managing their emotions and developing positive relationships, which form a significant part of our pastoral program and Health and Physical Education curriculum. In 2024 we re-focused efforts on supporting our students to have more strategies to manage their own reactions to bullying, particularly via social media. However, our student wellbeing measures indicated a slight decrease in 2024 with concerns around student connectedness and students having an advocate at school.

In 2024, in addition to the on-going wellbeing programs we run at school, we are introduced an 'MFG Way' program to provide a planned curriculum aimed at fostering improved wellbeing at our school. We look forward to this program having a positive impact over time.

All students in our Tier 2 and 3 DIS program set learning, social and personal goals in their Individual Learning Plans. With the support of the parents/carers, teachers and support staff most of the students achieved their goals. When at school, students were able to access our 'Hub' and the adjoining sensory garden. In addition, non-funded neuro-divergent students were supported by our Occupational Therapist and teacher time release afforded by the Tutor Learning Initiative which allowed us to run tailored small group programs for these students.

Engagement

Our attendance rate was similar in 2024, down 86% to 85%. Our MHP and OT worked hard with our House Leaders to re-engage our students. There are a few chronic school refusers who increase this data significantly. Despite these challenges our students were above the State and Similar Schools and their attitudes to attendance and for having an advocate at school. Given this was a continued focus for our staff in 2023 and it was wonderful to see that our students confirmed this action.

Every year there is high transition of students between schools in Geelong, which is unlike other areas of the state. Because there are so many schools, often if a student has an issue, rather than working through it with their school, it is considered easier to move schools. Often to return again a year later. Usually there is the similar number exiting and entering in different year levels.

Retention in 2024 was again not as good as it should be and is a focus moving forward. We continue to investigate the complex causes of this trend, including factors such as young people connecting with friends in their local communities and choosing to return to the school in their local area and young people disengaging from education all together. A small group of students leave MFG each year in Year 10 to study in other schools that run a particular program that they would like to study. Most students who start in Year 11 go onto Year 12 and most of our Year 12s leave MFG go on to further study or work.

Other highlights from the school year

The following highlights were noted in the 2024 School Review:

- Parent satisfaction well above the state average
- Increased participation in whole school events - Swimming Carnival, Athletics Day, Cross Country, MADD Day
- Significant increase in VCE results including DUX of 99.65 and study score mean of over 28
- MFG had demonstrated significant strength and consistency of teaching and learning practice
- sustained NAPLAN Reading learning growth has been a successful outcome in 2024
- key survey factors in the Staff Opinion survey attributable to school in staff satisfaction well above state and similar school benchmarks
- Continued focus on development of learning spaces around the college to be purpose built for learning. Students and school staff consistently commented on the impact these refurbishments had in creating a more engaging and productive learning environment
- A program was implemented implemented from Years 7-12 in 2024 through a program called 'The MFG Way'. The school used this as a vehicle to teach Wellbeing (the Resilience Project) and study skills.
- NAPLAN Reading data showed trends well above the state average
- Numeracy Growth (2 year average) levels above the state showing intervention programs to be lifting the bottoms bands of students.

Financial performance

2024 Financial Report

As of December 31, 2024, the school recorded a planned deficit of \$400,230 within the Credit Budget, funded through initiatives such as Jobs, Skills & Pathways Coordination, Career Education Funding, and Equity Funding.

Financial Performance Report – 2024

Total revenue was \$9,095,861, primarily from the Student Resource Package (\$7,594,598). Locally raised funds totalled \$484,978, with Government DET grants contributing \$724,748, although more than half of this is returned to DET as we collect these funds on their behalf.

Expenditure reached \$9,825,016, resulting in a \$729,156 deficit. Key costs included the Student Resource Package (\$7,998,731), property services (\$367,834), and camps/excursions (\$319,299). Equity funding of \$136,741 supported social disadvantage and catch-up programs.

Available funds totalled \$2,332,874, with key commitments including an operating reserve (\$310,674) and a Department repayment (\$1,112,000).

A decline in student numbers (614.9 to 560) likely impacted funding. Future financial planning will prioritize cost management while maintaining educational quality.

For more detailed information regarding our school please visit our website at <https://www.mfgsc.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 564 students were enrolled at this school in 2024, NDP female and NDP male.

9 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

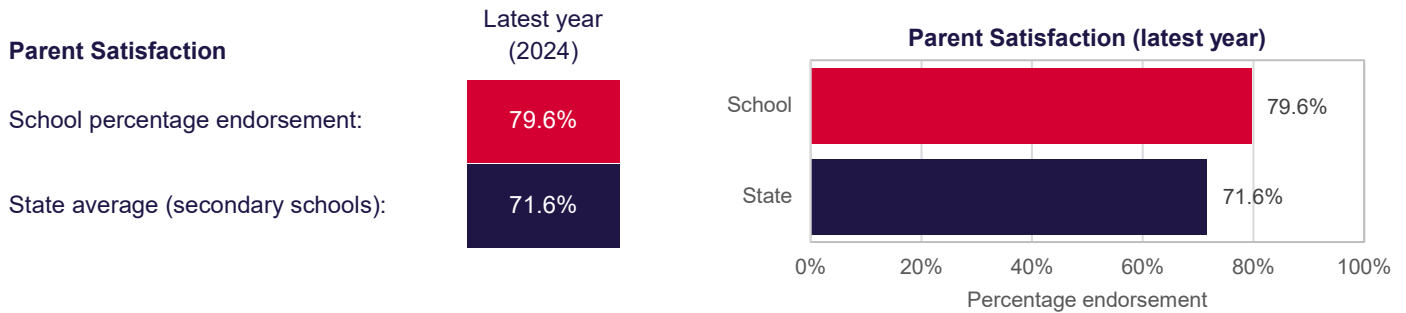
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

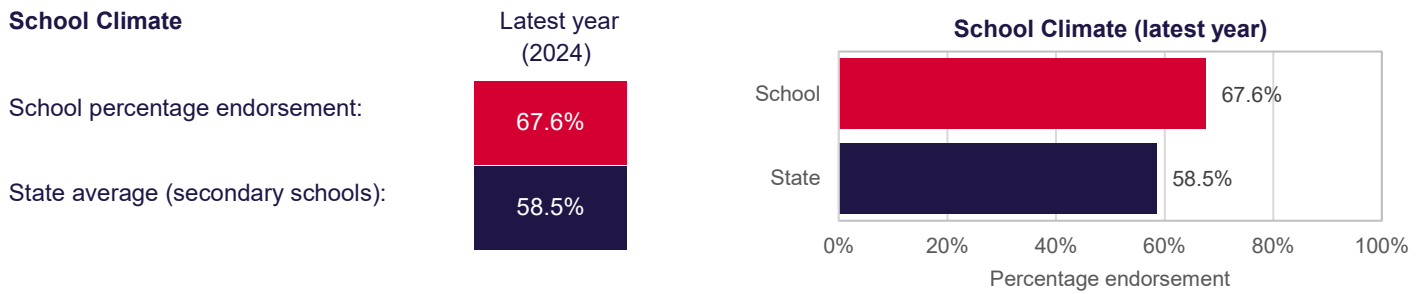


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

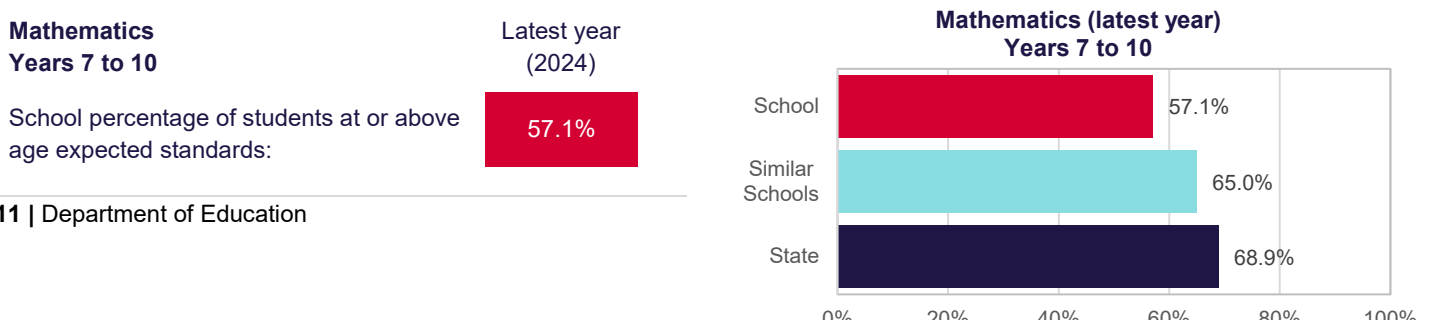
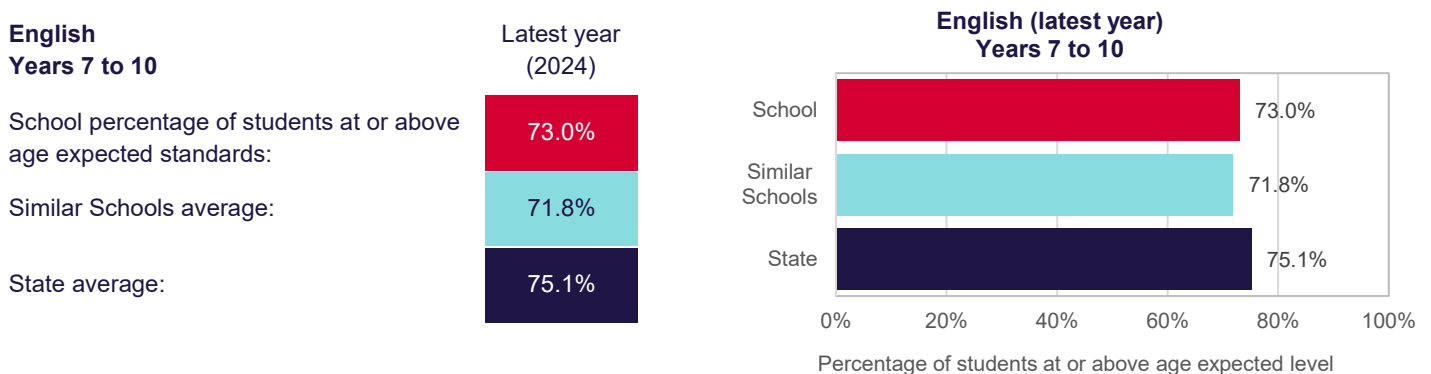


LEARNING

Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



Similar Schools average:

65.0%

State average:

68.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

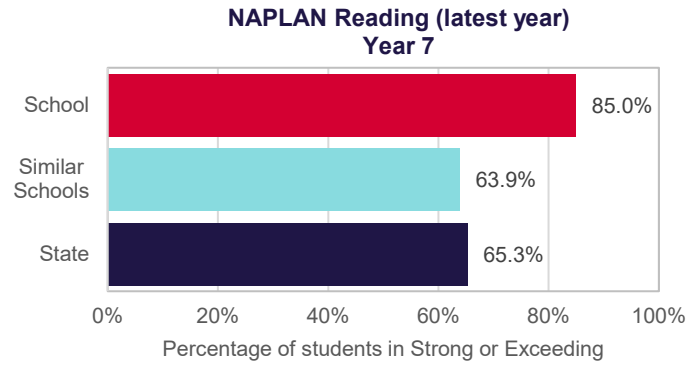
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

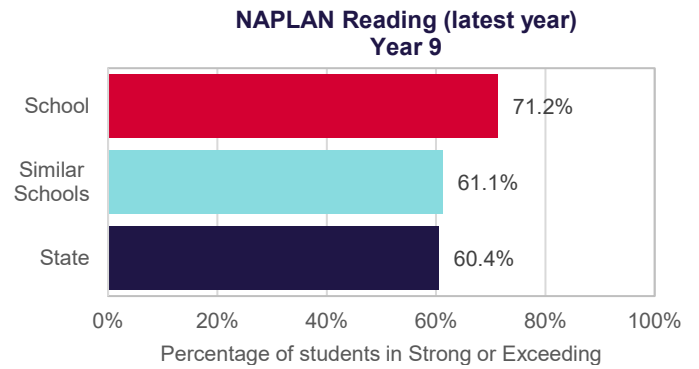
**Reading
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.0%	80.6%
Similar Schools average:	63.9%	65.3%
State average:	65.3%	65.7%



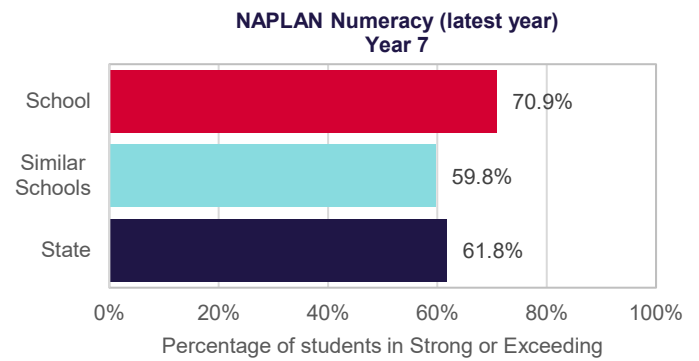
**Reading
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.2%	71.6%
Similar Schools average:	61.1%	60.9%
State average:	60.4%	60.2%



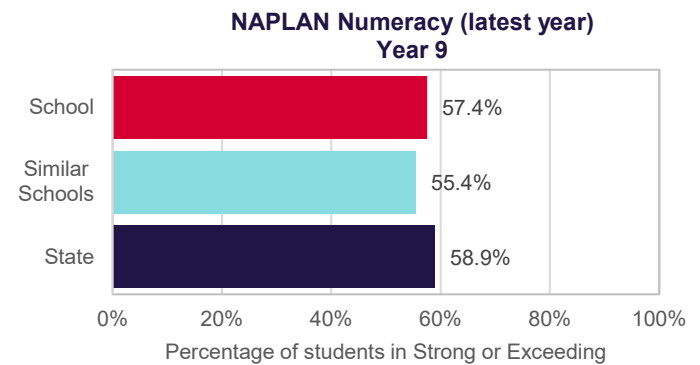
**Numeracy
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.9%	68.4%
Similar Schools average:	59.8%	60.9%
State average:	61.8%	62.3%



**Numeracy
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.4%	62.5%
Similar Schools average:	55.4%	57.1%
State average:	58.9%	59.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

**Reading
Year 7**

(2022)

School percentage of students in the top three bands:

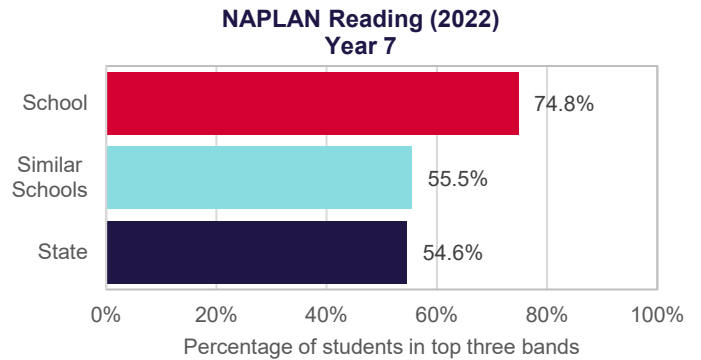
74.8%

Similar Schools average:

55.5%

State average:

54.6%



**Reading
Year 9**

(2022)

School percentage of students in the top three bands:

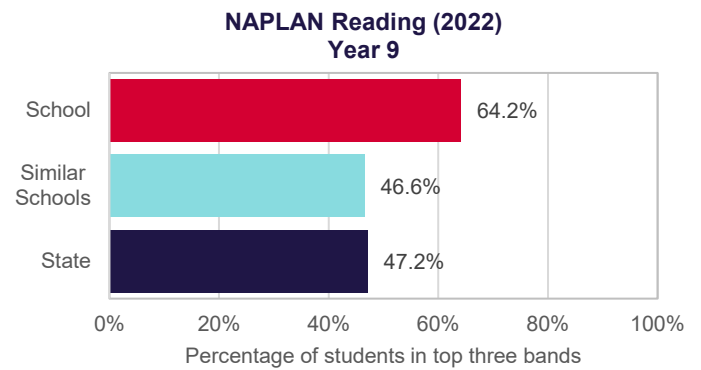
64.2%

Similar Schools average:

46.6%

State average:

47.2%



**Numeracy
Year 7**

(2022)

School percentage of students in the top three bands:

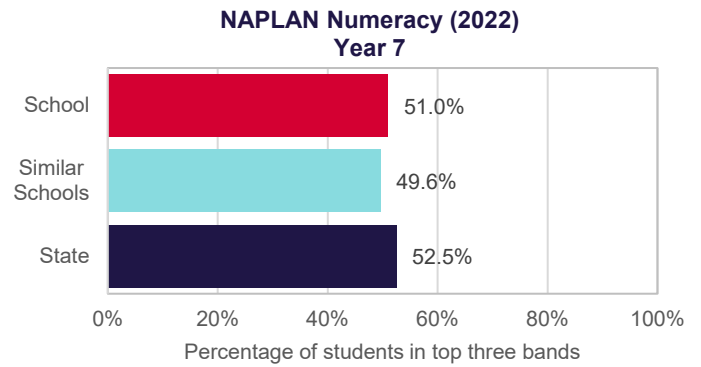
51.0%

Similar Schools average:

49.6%

State average:

52.5%



**Numeracy
Year 9**

(2022)

School percentage of students in the top three bands:

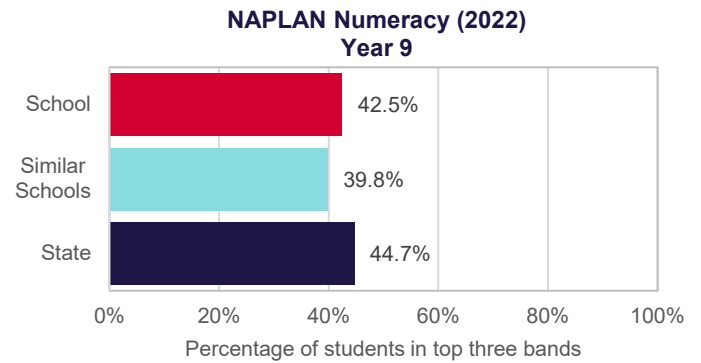
42.5%

Similar Schools average:

39.8%

State average:

44.7%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

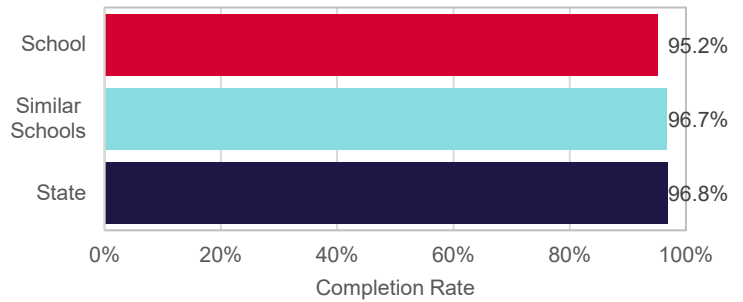
Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	95.2%	96.2%
Similar Schools completion rate:	96.7%	96.3%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.0

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

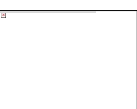
NDP

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

33%

Percentage VET units of competence satisfactorily completed in 2024:

89%



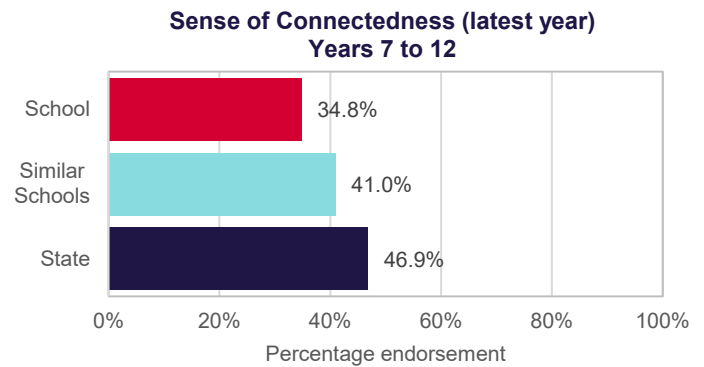
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

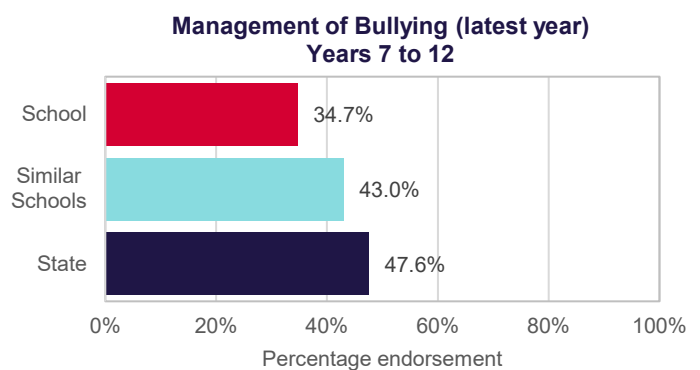
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	34.8%	39.5%
Similar Schools average:	41.0%	42.2%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	34.7%	41.0%
Similar Schools average:	43.0%	44.0%
State average:	47.6%	49.1%



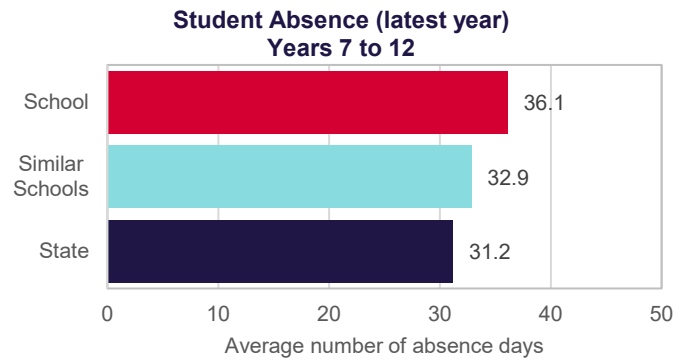
ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	36.1	29.2
Similar Schools average:	32.9	28.8
State average:	31.2	27.2



Attendance Rate (latest year)

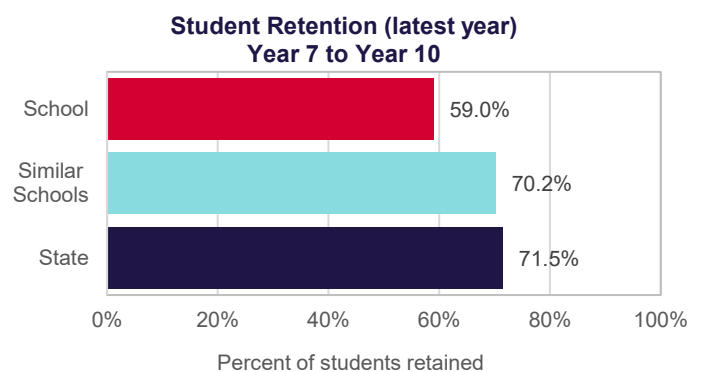
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	85%	84%	79%	80%	80%	84%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	59.0%	59.2%
Similar Schools average:	70.2%	73.7%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

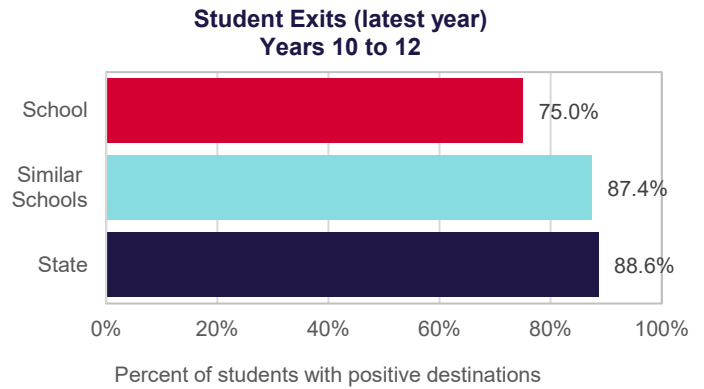
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	75.0%	83.3%
Similar Schools average:	87.4%	89.0%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$7,594,598
Government Provided DET Grants	\$724,748
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$291,537
Locally Raised Funds	\$484,978
Capital Grants	\$0
Total Operating Revenue	\$9,095,861

Equity ¹	Actual
Equity (Social Disadvantage)	\$122,916
Equity (Catch Up)	\$13,825
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$136,741

Expenditure	Actual
Student Resource Package ²	\$7,998,731
Adjustments	\$0
Books & Publications	\$6,747
Camps/Excursions/Activities	\$319,299
Communication Costs	\$15,898
Consumables	\$156,729
Miscellaneous Expense ³	\$351,612
Professional Development	\$42,747
Equipment/Maintenance/Hire	\$55,673
Property Services	\$367,834
Salaries & Allowances ⁴	\$354,145
Support Services	\$60,026
Trading & Fundraising	\$20,213
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$668
Utilities	\$74,695
Total Operating Expenditure	\$9,825,016
Net Operating Surplus/-Deficit	(\$729,156)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,900,453
Official Account	\$269,717
Other Accounts	\$162,703
Total Funds Available	\$2,332,874

Financial Commitments	Actual
Operating Reserve	\$310,674
Other Recurrent Expenditure	\$23,702
Provision Accounts	\$0
Funds Received in Advance	\$255,899
School Based Programs	\$96,824
Beneficiary/Memorial Accounts	\$167,917
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,131
Repayable to the Department	\$1,112,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$115,441
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,091,588

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

